Formative Assessment Task

2nd Grade: Geometry

**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**

**Suggested Learning Target**

* I can draw rows and columns of equal size in a rectangle.
* I can count the equal size squares in a rectangle.

*This Formative Assessment is designed to be a center or partner activity*

**Materials:**

1. One set of description cards.
2. One set of shape cards. (May be copied onto cardstock or laminated for durability.)

**Directions:**

1. Students will play this game in pairs.
2. Students will lay all cards face down.
3. Students will take turns flipping cards 2 at a time, trying to match them.
4. Each student must agree that each match is accurate.
5. The student who makes the most matches wins.

*Note: Since placing the cards face down provides an added challenge, you may choose to have the students match the cards face up prior to face down, which requires memory.*

**Considerations:**

* Observe the students as they play this game.
* Observe that students correctly match shape game cards to description cards.
* There may be more than one match per card.



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| I have 4 equal sides. | I have equal 3 sides. | I have 5 equal sides. | I have 6 equal sides. |
| I have 6 faces. | I have 4 angles. | I have 5 angles. | I have 6 angles. |
| One of my 6 faces has 4 angles. | I have 4 sides and 4 angles. | I have 2 equal sides. | I have 2 sets of 2 equal sides. |

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| Teacher notes:  Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.  Spatial sense is an important component of geometry. Spatial sense is an intuition about shapes and the relationships among shapes. Rich experiences with shape and spatial relationships help develop students' spatial sense. As students look at how shapes are alike and different, they begin to see the properties of shapes. Students need to see shapes in different sizes and orientations. Students need to sort shapes based on their similar characteristics. Students need to experiment with composing and decomposing shapes so they can see how to form larger shapes from smaller shapes. Avoid having students memorize the properties of the shapes.  Students who demonstrate full accomplishment for this task correctly match 11 or 12 of the 12 items.  Students who demonstrate proficient accomplishment correctly match 9 – 10 of the items.  Students who demonstrate partial accomplishment correctly match 7 – 8 of the items. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |